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“APPRAISAL OF THE LEARNING MATERIALS FOR WOMEN NEO-LITERATES OF SAAKSHAR BHARAT PROGRAMME IN ODISHA”

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Abstract: -

Eradication of illiteracy is now felt that the major problem of the developing country. Illiteracy is standing as one of the greatest hurdles in the path and progress of the nation. Success of democracy lies in the education of adults. Democracy cannot thrive without educated citizens. So, adult education is very much essential not only to educate the children as well as illiterate adults but also to improve the literacy, numeracy and technical skill of neo-literates. Like illiteracy is a disability, literacy is an ability or strength. Literacy is an outcome of knowledge, information and skills that are essential and useful for ensuring efficiency and effectiveness in our day to day life. Keeping this material both for the adult learners & women neo-literates should be properly designed and prepared for fulfilling the goal. There were four objectives of the study. On the basis of objectives, appraisal of the Learning materials for women neo-literates of Saakshar Bharat Programme in Odisha was made. The study revealed the quality of learning materials in respect of content, mode of presentation, illustrations and format get up etc of exciting materials for women neo-literates. Accordingly suitable recommendations have been offered to improve the quality of learning materials being used in Saakshar Bharat Programme.

Keywords: -Appraisal, Learning Materials, Saakshar Bharat

Introduction:

Now, education is considered as a powerful drive and an evitable trend for the development of individual as well as society. It is also essential for strengthening the fabrics of democracy and for laying the foundations of personality, self-confidence, general awareness, communication capabilities, learning skills and attitudes.

The 7th Five Year Plan of India has rightly envisaged that development is not just about factories dams and roads. Development is basically about the people. The goal is the people's material, cultural and spiritual fulfillment. The human factor and the human context are of supreme value. We must pay much greater attention to these questions in future.

According to Farooq (1990)- The programme of adult education not only laid stress on literacy, but also on the need for creating awareness among the masses about the conditions in which they live and work, the ways in which they can change their environment. However, literacy is essential component of Programme of adult education and teaching learning materials occupy a significant place in the process of acquiring literacy and other skills.

The teaching learning material assumes much significance as the various kinds of materials enable adults to acquire necessary knowledge, skills, awareness and other abilities.

The Centre for Inter Cultural Documents (CIDOC) in (1974) aptly opined-

When we live, we learn learning is a function of living people are learning all the time, all their lives. In fine when we cease to live, we cease to learn and we cease to live also, so learning is that which liberates the man from all kinds of evils ignorance and all bondages. So, learning is an important means of self - realization and of promoting physical, intellectual, social, emotional and spiritual development of children as well as adult.

According to the Census Report, in Odisha in 1951, 27.32 percent of men and 4.52 percent women were literate. But in 2011 it was reported that 82.4 percent of men and 64.36 percent women were literate. These figures level the fact that a sizeable bulk of our population are still illiterate both at the national and state level. With Consideration this education of adults assumes great importance in educational planning and programmes of the country.

Rationale of the Study:

NLM was formulated in the year of 1988 with a view to imparting functional literacy to the non literate adults of India. After completing TLC , PLP & CEP a new literacy program “Saakshar Bharat” came into force on 8th September 2009 with the objective of achieving 80% literacy level by 2012 by focusing on adult women literacy seeking to have the gap between male & female literacy. It provides the ample opportunities to the illiterate adult learners to impart functional literacy for developing their skills, try to continue their learning. To make them aware of the health care, sanitation, water conservation, drinking water, food & nutrition, Population Education, Sex Education, AIDS / STD ,Consumer awareness, Consumer rights ,legal literacy, RTI in different issues which are relevant to their lives.

Education of women in tribal is a serious problem. So emphasis is given on their education to come into the main stream of society. After completion of Total Literacy Campaign(TLC), Post Literacy Programme(PLP), Continuing Education Programme(CEP), a new literacy programme i.e. Saakshar Bharat which was implemented on 8th September 2009 with aimed at achieving 80% literacy level by 2012 by focusing on adult women literacy in order to remove the gap between male and female literacy. Teaching learning materials aimed at strengthening of literacy for improving the living conditions, widening the access to information, developing critical awareness forming rational and scientific attitude, enjoyment recreation and orientation towards various activities for betterment of life styles and for developing suitable materials for adults. The reading needs and interests of neo-literates are likely to

relapse into illiteracy the topics; language level presentation styles illustrations and printing set up are to be made relevant and suitable for these learners.

Therefore, the investigator decided to undertake a study to find out the quality of learning materials being developed for women neo-literates.

Objective:

1. To make a survey of the existing learning materials for women neo literates.
2. To get feedback regarding content, made of presentation, illustrations, format, get up ect. of the existing learning materials for neo-literates.
3. To study the viewers of Preraks of Saakshar Bharat regularly quality of materials being used in the centre.
4. To suggest different measures for better production and utilization of learning materials.

Research Questions

As per the various objectives of the study, the researcher had formulated following research questions.

1. What are the learning materials for adult women neo-literates?
2. What are the views of the neo-literates regarding the content mode of presentation, illustrations format, get up etc of the exiting learning materials?
3. What are the views of Preraks on the quality of learning materials?
- 4 What are measure suggestions for better production of learning materials?

Scope and Delimitation of the Study:

Scope of studies on adult education is very vast. It can be exposed to any type of research treatment. Studies can be conducted on teaching-learning materials, reading interests and needs, retention and drop out in adult literacy class, different methods and media being used in the class, impact of adult education on the life of the adult people, characteristics of adult illiterates and their perception of learning environment etc.

But the present study intended to find out the quality of reading materials of Saakshar Bharat Programme.

The present piece of research is delimited to three tribal districts of Odisha namely Kalahandi, Sundergarh and Bolangir, where the programme of Saakshar Bharat was being implemented since 2011. The study is further delimited to the CEP materials for the adult women neo-literates prepared by the State Resource Centre, Odisha, Bhubaneswar. The study was restricted to books, charts and posters.

Method of the Study:

The investigator had followed survey method for the present study. For the present study, the investigator selected 3 tribal districts where the programme of Saakshar Bharat was being implemented from 2011. The sample districts were Kalahandi, Sundergarh and Bolangir. On the basis of the stratified random sampling procedure, the investigator selected 100 adult women neo -iterates for the present study from the 3 tribal dominated sample districts of Odisha. Care was also taken to select the sample from tribal population only. The investigator employed the following tools for data collection in his study.

- i. Documentation
- ii. Questionnaire for neo-literates
- iii. Focus Group Discussion

Major Findings of the Study:

- 54.16 per cent of the Preraks viewed that the reading materials could partly cater to the needs of the neo-literates.
- A good number of respondents (45.83 per cent) viewed that the materials were partly suitable for neo-literates of different geographical areas.
- 48.33 per cent of the Preraks viewed that the reading materials were partly based on the life and activities of the neo-literates.
- As high as 58.33 per cent of the Preraks were of the opinion that the reading materials could develop interest and attention in the neo-literates partly.
- As many as 54.17 per cent of the Preraks opined that those materials partly stimulated the neo-literates.
- As high as 70.00 per cent of the Preraks opined that the CEP materials were not at all comparable with formal materials.
- Maximum number of Preraks agreed that theme and the content were to some extent well-knit.
- The respondents agreed that the style of presentation of material was simple to some extent.
- Many Preraks agreed that the presentation of material had novelty to some extent.
- As high as 55 per cent of the respondents were of the opinion that language had clarity to some extent.
- According to 70.83 per cent of the Preraks, pictures were fully depicted in order of different topics.
- About 52.50 per cent of the respondents agreed that pictures were partly adequate.
- 63.33 per cent of the Preraks viewed that the pictures were partly accurate.
- To 56.67 per cent of the respondents, pictures were relevant to the topics partly.
- According to 53.33 per cent of the Preraks, the pictures used in the materials supplemented in understanding the subject matter partly.
- A higher per cent 58.33 of the respondents were of the opinion that the pictures were partly purposeful.
- According to 47.50 per cent of the respondents, the pictures were partly realistic.
- 54.16 per cent of the Preraks felt that the pictures were partly attractive.
- With regard to the distribution of pictures, 66.67 per cent of the respondents agreed that the pictures were partly distributed throughout the reading materials.
- As regards concretizing the abstract ideas, it was found that 48.33 per cent of the Preraks were of the view that the pictures were partly helpful.
- As high as 59.33 per cent of the Preraks opined that the size of the books was suitable for the neo-literates to some extent.

- According to 58.33 per cent of the respondents, the letter size was appropriate for the neo-literates to some extent.
- A higher percentage of the Preraks i.e. 65 per cent agreed that the letter size for the cover page, title, text and end page was suitable to some extent.
- According to 65.83 per cent of the respondents, the paper was white and smooth to some extent.
- As high as 61.67 per cent of the Preraks were of the opinion that the quality of paper was thick to some extent.
- According to 54.17 per cent of the respondents, printing was partly clear.
- As many as 55.83 per cent of the Preraks viewed that printing was partly even throughout the books.
- A significant per cent i.e 64.17 per cent of the respondents were of the opinion that inking was partly balanced.
- About 54.17 per cent of the respondents agreed that the text had been printed partly in deep black ink.
- According to 53.34 per cent of the respondents, margin was left partly on all sides of each page.
- To 56.67 per cent of the respondents, the books were partly free from printing errors.
- As many as 59.17 per cent of the respondents viewed that the overall printing of the reading materials was partly attractive.
- According to 52.50 per cent of the respondents, the cover page was partly attractive.
- According to 56.67 per cent of the respondents, the cover page partly indicated the theme of the books.
- 54.17 per cent of the respondents observed that the colour combination of the cover page was partly soothing.
- According to 50.00 per cent of the respondents, the title of the books was partly placed at the proper place on the cover page.
- As many as 48.34 per cent of the respondents were of the opinion that the cover page was not at all durable.
- A higher percentage i.e. 66.67 of the respondents observed that stiff board was not at all used for binding.
- 50.83 per cent of the respondents were of the opinion that the stitching of the book was partly strong.
- A very high per cent (84.17 per cent) of the respondents were of the opinion that books were not at all bound in cloth, side sewn with soil resistant washable cover.
- As regards the price of the books, 82.33 per cent of the Preraks stated that the reading materials were supplied free of cost by the Government.
- The following suggestions were offered by more than 50 per cent of the Preraks for the improvement of reading materials of adult neo-literates.
 - Content should cater to the needs of the neo-literates
 - Reading materials should be prepared to solve the day-to-day problems of neo-literates.
 - Too much content should not be given in one book.

- The book should be written on content useful to neo-literates
- Reading materials should be written on content arousing social consciousness
- Story should be taken as the effective style of presentation.
- Coloured but simple and attractive pictures should be used in the books.
- Pictures should be given in appropriate places of the books.
- Printing errors should be avoided as far as practicable.
- Important points should be highlighted by printing in bold letters.
- Papers of uniform quality and thickness should be used in a book
- Cover pages should be made attractive with coloured pictures
- Books should be centrally stitched.

Recommendations:

On the basis of findings, the investigator seeks to offer the following recommendations for improvement of Continuing Education Programme materials for the neo-literates.

- i. The CEP materials should be qualitatively improved to cater to the life, needs and aspirations of the neo-literates.
- ii. There should be adequate provision to impart different types of skill training for the neo-literates.
- iii. Post-literacy materials should be linked with different occupations, work and specific productive requirements of the neo-literates residing in different tribal areas.
- iv. To meet the specific social, cultural, economic and other needs of the neo-literates, the material should be made flexible and diversified.
- v. Self-learning and supplementary reading materials may be developed for the neo-literates.
- vi. Books and other reading materials may be written in the mother tongue of the neo-literates.
- vii. Language and style used in the reading materials should be made easy, simple and comprehensible.
- viii. Suitable topics should be selected for writing books according to the interests and needs of the neo-literates.
- ix. The theme and content of the books should be well-knit, and the form of presentation should be appropriate to the content.
- x. The style of presentation should be simple and free from direct preaching.
- xi. The presentation of material should have appealing sense of wit and humour.
- xii. The technical words and ideas should be explained properly.
- xiii. There should be adequate number of relevant and accurate illustrations.
- xiv. The illustrations should supplement, enhance and clarify the subject matter.
- xv. The illustrations should be realistic, purposeful and self-explanatory.
- xvi. The book size, letter size and quality of paper, printing and binding should be as per the prescribed norms.
- xvii. The size, placement and colour combination of pictures should be suitable and attractive to the neo-literates.

- xviii. The size, colour combination of illustrations and title of the books printed on the cover page should be attractive and durable.
- xix. The cost of the books should be reasonable as far as possible if priced.
- xx. There should not be too much content in individual books.
- xxi. The books should be free from printing errors and there should not be different types of papers in a book.
- xxii. These materials should also be evaluated from time to time and necessary modifications be brought about according to the findings.
- xxiii. Books and other study materials should be adequately prepared in the following areas.
- Celebration Puja and rituals at home,
 - Different occupational information and skill training
 - Kitchen garden/vegetable cultivation, rotation of crops and its protection
 - Home sciences (preparation of different kind of foods, Care of dress, role of ideal mother, Food at low cost, happy married life etc.)
 - Small family norm
 - Health and sanitation
- Special care should be taken to make the books and materials more relevant and useful to the adult women neo-literates on the following areas.
- Bhagabat, Ramayan and Mahabharat and other mythological topics
 - Freedom fighters and national Leaders
 - History
 - Simple Mathematics
 - Our culture and identities
 - Science and technology
 - Health and hygiene
 - Animal Husbandry
 - Agriculture
 - Protection of environment
 - Family welfare
 - National integration
 - Biographical sketches
 - Legends
- xxiv. The CEP materials given to the women neo-literates should be based on local issues and events.
- xxv. The materials should be based on different issues which are relevant to their day to day lives.
- xxvi. There should not be too much content in individual books.
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